

# Totnes St John's: Pupil premium strategy statement 2020–21

## School overview

Metric	Data
Number of pupils in school	148
Proportion of disadvantaged pupils	45%
Pupil premium allocation this academic year	£95,495
Academic year or years covered by statement	2019–2021
Publish date	March 2021
Review date	July 2021
Statement authorised by	Interim Advisory Board
Pupil premium lead	William Jaworski, Executive Headteacher
Governor lead	Janet Brennan

## Performance overview 2019: EYFS

Measure	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Nat. av. All pupils</i>	<i>No Testing</i>
	<b>2019</b>	<b>2019</b>	<b>2019</b>	<b>2020</b>
Achieved Good Level of Development at end of EYFS	57% (6/12)	100%	72%	

## Performance overview 2019: end of Key Stage 1

<b>Measure</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Nat. av. Pupils eligible for PP/all other pupils</i>	No testing
	<b>2019</b>	<b>2019</b>	<b>2019</b>	<b>2020</b>
Reached phonic screening test threshold in Y1	25% (2/8)	89% (16/18)	84%	
Reached phonic screening test threshold in Y2	??		93%	
Achieved expected standard or above in reading	83% (5/6)	83% (5/6)	78%	
Achieved expected standard or above in writing	67% (4/6)	83% (5/6)	73%	
Achieved expected standard or above in maths	50% (3/6)	83% (5/6)	79%	
Achieved expected standard or above in reading, writing & maths	50% (3/6)	83% (5/6)	83%	

## Performance overview 2019: end of Key Stage 2

<b>Measure</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Nat. av. Pupils eligible for PP/all other pupils</i>	No Testing
	<b>2019</b>	<b>2019</b>	<b>2019</b>	<b>2020</b>
Achieved expected standard or above in reading	75% (9/12)	93% (13/14)	78%	
Achieved expected standard or above in writing	92% (11/12)	79% (11/14)	83%	
Achieved expected standard or above in grammar, punctuation and spelling (GPoS)	92% (11/12)	86% (12/14)	83%	
Achieved expected standard or above in maths	75% (9/12)	93% (13/14)	84%	
Achieved expected standard or above in reading, writing & maths	67% (8/12)	79% (11/14)	71%	
Progress score reading	-0.67	2.86	0.23	
Progress score writing	1.01	0.72	0.51	
Progress score mathematics	0.28	1.44	0.03	

## Strategy aims for disadvantaged pupils 2020–21 – Academic

<b>Aims</b>	<b>Activity</b>	<b>Success criteria</b>	<b>Target date</b>
All PP children to make strong progress from their starting points and 'catch up' where a	Ensure EY staff have the pedagogy so that all children, inc. PP children, make strong	– All EY staff have received sufficient professional development	December 2020

regression has occurred over lock down.	progress from their starting points	<ul style="list-style-type: none"> <li>– 100% PP children make a strong progress from their starting points or regression in key areas S&amp;L/PSED and PD.</li> <li>– Gap narrowed between PP children and others</li> <li>– PP pupils make strong progress in reading, writing and listening and attention</li> <li>– Split classes for PE and intervention</li> </ul>	July 2021 July 2021
75% PP pupils to meet threshold in phonics screening check at end of Year 1 and make strong progress after lock down.	Provide paid-for training for all staff to teach RWI phonics scheme effectively.	<ul style="list-style-type: none"> <li>– All staff have received sufficient RWI training</li> <li>– Half termly training for Reading Leader from RWI and Ilsham Hub</li> <li>– Weekly coaching of RWI phonics for staff</li> <li>– Implement 1:1 phonics tutoring</li> <li>– Quality of teaching of phonics throughout KS1 is good</li> <li>– 75% PP pupils meet phonics screening check threshold at end of Year 1</li> <li>– Pupils make strong progress from starting points.</li> <li>– Split classes for PE and intervention</li> </ul>	May 2021
80% PP pupils to achieve at least expected standard in reading at end of KS1	<p>Provide training for RWI reading leader.</p> <p>Provide reading leader with daily time out of class to coach</p>	<ul style="list-style-type: none"> <li>– Reading leader has received effective RWI training for role</li> <li>– Reading leader has sufficient out-of-class time to undertake role effectively</li> </ul>	December 2020 December 2020

	<p>and ensure whole-school reading development</p> <p>Update and support training for early reading teachers to increase pupils' fluency and comprehension</p> <p>Whole school reading strategy in place to enable progress across the school.</p> <p>Devon Library Service to provide high-quality and appropriate books for classes based on interest and Learning Journey.</p>	<ul style="list-style-type: none"> <li>– Quality of teaching of reading improves following effective feedback from reading leader</li> <li>– 80% PP pupils achieve expected standard</li> <li>– Reading has a high priority across the school embedded into the Learning Journey. 1.5 hours a day.</li> <li>– Whole school reading times, classical novels and</li> <li>– Split classes for PE and intervention</li> </ul>	<p>December 2020</p> <p>July 2021</p>
80% PP pupils to achieve at least expected standard in writing at end of KS1	CPD of teacher's pedagogy to embed high quality skills and knowledge into learning journey sequences.	<ul style="list-style-type: none"> <li>– 100% PP pupils achieve expected standard</li> <li>– Pupils make strong progress from Reception baseline.</li> <li>– 1:1 conferencing with adults to support their progress in writing</li> <li>– Written outcomes for all Learning Journeys</li> <li>– Split classes for PE and intervention</li> </ul>	July 2021
83% PP pupils to achieve at least expected standard in mathematics at end of KS1	<p>CPD precision teaching training for staff</p> <p>CPD pre-teaching</p>	<ul style="list-style-type: none"> <li>– 100% PP pupils achieve expected standard</li> <li>– Whole school consistency of working walls</li> </ul>	July 2021

	<p>CPD arithmetic for basic skill progression</p> <p>Academic Mentor to be in place to support basic skills.</p>	<ul style="list-style-type: none"> <li>– White Rose Maths to be used school wide. Small steps.</li> <li>– Split classes for PE and intervention</li> </ul>	
79% PP pupils to achieve at least expected standard in reading at end of KS2	<p>100% PP pupils achieve expected standard</p> <p>Devon Library Service to be used to receive high quality picture books and topic boxes.</p> <p>CPD for staff on the reading strategy</p> <p>Training for use of Accelerated Reader to ensure teachers are using the software to identify gaps in pupils' reading skills.</p>	<ul style="list-style-type: none"> <li>– Inspiring library and KS1 corridor</li> <li>– World Book Weekly focus</li> <li>– Consistent approach to Reading</li> <li>– Split classes for PE and intervention</li> </ul>	<p>March 2021</p> <p>July 2021</p>
82% PP pupils to achieve at least expected standard in writing at end of KS2	CPD for teacher's pedagogy to embed high quality skills and knowledge into learning journey sequences.	<ul style="list-style-type: none"> <li>– Pupil conferencing of outcomes for clear next steps.</li> <li>– Monitoring of target pupils by subject leaders and team leaders.</li> <li>– Split classes for PE and intervention</li> </ul>	July 2021
80% PP pupils to achieve at least expected standard in maths at end of KS2	<p>CPD for teachers on White Rose small steps.</p> <p>Pre-teaching CPD</p>	<ul style="list-style-type: none"> <li>– Whole school consistencies in maths WRM</li> <li>– Same day intervention for pupils not meeting daily learning objective</li> </ul>	July 2021

	Appoint academic mentor to support basic skills and to pre-teach.	<ul style="list-style-type: none"> <li>– Pre teaching for pupils of concepts before lessons</li> <li>– Split classes for PE and intervention</li> </ul>	
Projected spending	£ 58,330		

### Strategy aims for all pupils 2020–21 – Pastoral

Aims	Activity	Success criteria	Target dates
All pupils to show improved resilience and more positive attitudes to learning	<p>Identify pupils' social, emotional and mental health (SEMH) needs through use of Boxall Profile</p> <p>Make provision for SEMH at each key stage</p> <p>Appoint first responder.</p>	<ul style="list-style-type: none"> <li>- Implement and train first responder role</li> <li>- Effective analysis of 'time outs' to track trends</li> <li>- Lower number of 'time outs'</li> <li>- Decreasing levels of FTE</li> <li>- Decreasing levels of PEX</li> </ul>	July 2021
The most disadvantaged pupils attend more regularly, punctually and show improved readiness to learn	<p>Develop pastoral support further, including:</p> <ul style="list-style-type: none"> <li>– Breakfast At Blossoms</li> <li>– breakfast provision to work with families</li> </ul>	<ul style="list-style-type: none"> <li>– Attendance of disadvantaged pupils improves to 97%</li> <li>– Attendance registers record decline in these pupils' late arrivals</li> </ul>	December 2020 April 2021 July 2021

	<ul style="list-style-type: none"> <li>- Home Visits</li> <li>- Early Help.</li> <li>- Extra curricular and residential visits</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance is analysed and action plans created to support families</li> <li>- EWO used to support and challenge PA.</li> <li>- Parental engagement is improved with coffee mornings and you said we did boards.</li> </ul>	
Projected spending	£38,528		

## Implementation and monitoring

<b>Area</b>	<b>Challenge</b>	<b>Mitigating actions</b>	<b>Monitoring</b>
Teaching	To ensure enough time is provided for staff professional development To ensure that coaching in pedagogy forms central part of CPD strategy: i.e. importance of QFT teaching via Action Research.	Use INSET days effectively and efficiently Make sure staff are clear about desired outcomes for CPD Support professional development through professional reading, research groups and cross-Trust TIGs.	Weekly supportive learning walks with staff  Coaching sessions with peers and SLT  Peer reviews  Deep dives into Learning Journeys
Targeted support	To ensure RWI reading leader has enough time to support small groups  To ensure precision teaching and interventions occur consistently and regularly and are of high quality	Senior leaders provide additional cover  Reading Leader monitors and coaches staff in the morning – video where covid restrictions. Ensure monitoring of quality of teaching includes precision teaching and interventions	Precise monitoring of progress with support from RWI and Ilsham Hub.  Phonics audit to support action planning.
Wider strategies	To engage the families who face the most challenges effectively	Work closely with Trust Inclusion team, Pastoral support, EWO, LA and other local Trust schools on actions to engage families  Train all staff on importance of attendance and attendance processes.  Provide out-of-class support so that class teachers can support attendance and meetings re. progress and attainment.	Weekly grouped attendance, FEX and time out analysed to support action planning.

## **Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2019-2020. On track towards target before Lockdown.
Progress in Mathematics	Steady improvement, with mastery led by AFL to be embedded across the school, to ensure we meet the aim.
Phonics	Working towards disadvantaged national average ahead of introduction of this year's new phonics scheme and staff training. The RWI programme needs to be embedded and staff trained to deliver an effective provision.
Other	Marked improvement in attendance since last year pre-Lockdown. With COVID-19, New focus on cross-school and across-LA working to address this issue. Number of FTE lowered for whole school population but individuals are having multiple FTE.